

SECTION B

5 Year Budget Option 2

LEA Application - School Building Level Information

MICHIGAN SIG COHORT V

APPLICATION COVER SHEET COMPLETE IN
ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: MacGregor Elementary School

School Building Code: 06967

Mailing Address: 1012 Fremont St.

School Building Contact for the School Improvement Grant

Name: Matthew Wenzell

Position and Office: Building Principal

Contact's Mailing Address: 1012 Fremont St. Bay City, MI

Telephone: 989-892-1558

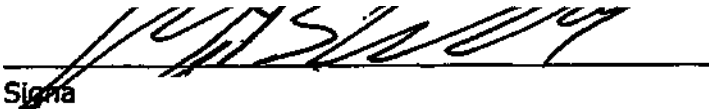
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Matthew Wenzell (Building Principal)

Telephone 989-892-1558

Date 06/28/2016


Signature

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Intervention Model: Transformation Model
Identification Status of the School: Priority

1a - Analysis of Need - During the most recent four school years, MacGregor Elementary averaged a 5.5 percentile ranking on the State's Top-To-Bottom (TTB) List. With a fourth percentile TTB ranking following the 2014-15 school year, MacGregor was officially identified as a Priority School in August 2014.

Following notification, MacGregor's Priority School Team utilized *Collaborative Learning Cycle* data dialogs, facilitated by their Intervention Specialist, to develop causal theories associated with MacGregor's low proficiency and to subsequently select an effective intervention model. MEAP Reading, Mathematics, Science, Social Studies and Writing results, as well outcomes from annual District Benchmark and Dibels testing were disaggregated both by subgroup and grade level.

The Priority School Team determined that MacGregor's two-year MEAP Math average proficiency was a combined 21.42%, 18.77% and 16.79% respectively between school years 2011-12 and 2013-14, for all grades tested. During that same three-year period, MacGregor's combined two-year Average MEAP Reading proficiency was 40.62%, 44.91% and 48.72%, for all grades tested. From 2011-12 through 2013-14, the school's Two-Year Average MEAP Science proficiency ranged from a 4.89% to .77%. Finally, 2009-10 through 2013-14 fourth grade MEAP Writing proficiency averaged 20.22% for all students tested.

For all core content areas and all grade levels, within all years examined, MacGregor's improvement status remained flat or decreased. No subgroup or special group of students demonstrated increased proficiency. Non-impactful leadership, low instructional accountability, ineffective Tier One and Tier Two classroom instruction, misguided and poorly focused professional development and lack of collaborative practices were leading causal theories explaining MacGregor's Priority status.

With K-5 mathematics and reading as MacGregor's content areas targeted for improvement due to low overall proficiency, sustainable implementation activities include: Intel Mathematics Theory and Knowledge Training for K-5 staff, Leveled Literacy Intervention Training, Professional Learning Community (PLC) Work, Summer 2016 Leadership Academy Culture and Climate Training, and 2016-17 School Year MTSS Training. All professional development will be job embedded; progress will be monitored by embedded coaching, Site Based Coordinator-conducted tracking and Principal walk-throughs / formal classroom observations throughout all years of MacGregor's Priority status.

MacGregor's newly-hired reform principal, the Superintendent of Schools, selected Elementary staff and associated Central Office personnel collectively determined that the Transformational Model would best serve MacGregor Elementary students' needs. That decision was based on efforts already underway to transform MacGregor from a struggling organization to one that appropriately serves students, families and the surrounding community.

1b - Analysis of Need - The Bay City Public School District was notified in August 2014 that MacGregor Elementary had been categorized as a 2014 Cohort Priority School. Because the Elementary had been ranked in the sixth percentile on the State's Top-To-Bottom list during each of the previous school years, and fourth on that same standard following the 2013-2014 school year, MacGregor's new classification was not surprising.

The process used to select MacGregor Elementary School's most effective reform/intervention model included both District level and School level initiatives. Following receipt of the State's initial notice, the Superintendent of Schools, in conjunction with Central Office Personnel, prepared and delivered a series of informational presentations, monthly, to Board of Education members, staff, invited parents and community members. These meetings were advertised through the school website and local media, with an invitation for anyone to attend. Each discussion focused on aspects of MacGregor's new Priority status, including a need to quickly and efficiently identify a reform model. Those dialogs with the Board of Education and community influenced the Superintendent's consideration of options.

As Board of Education and Central Office debate was ongoing through October, 2014, MacGregor's newly-hired reform principal met with and discussed intervention model options with lead members of his faculty as well as key members of his school community. Those conversations helped the school leader to sense relative value of each reform model. The Principal also referenced spring, 2014 Parent Survey outcomes to better grasp parent perceptions of MacGregor as they related to Priority-related issues.

MacGregor's newly-hired reform principal, the Superintendent of Schools, selected Elementary staff and associated Central Office personnel collectively determined that the Transformational Model would best serve MacGregor Elementary students' needs. That decision was based on efforts already underway to transform MacGregor from a struggling organization to one that appropriately serves students, families and the surrounding community. Input from families, parent support groups, the Board of Education, staff and community leaders influenced the Superintendent's eventual decision.

3b - Intervention Model - MacGregor will implement two K-5 evidence-based - centered instructional strategies throughout 2016-17. All teachers and certified support staff will pursue and meet common implementation objectives. Those strategies, "Number Talk" and "Building Vocabulary and Content", are to be considered as essential processes within the scope of each 2016-2017 K-5 core area lesson.

Given the degree of available classroom teacher support as well as newly established math interventions that will be available, number talks are predicted to have a sizeable and positive impact on MacGregor students' mathematics proficiency. Number Talks will happen 3 out of 5 days during mathematics instruction. The first step toward full implementation is a requirement that all 2016-17 K-5 MacGregor administrators, classroom and intervention teachers and ancillary staff fully and successfully participate in a weeklong Leadership Camp 2016. This experience will assure that teaching and support staff understand theories and rationale behind this evidence-based strategy. This training will be followed by more thorough summarization of the strategy and plans for respective implementation. Professional learning to support implementation will be job-embedded and will endure throughout the school year.

The second strategy is an intentional effort to build vocabulary and content knowledge- one of the essential instructional practices in early literacy. The teachers will be trained to select Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curriculum. This practice will introduce word meanings to children, provide repeated opportunities for children to review and use new vocabulary, encourage talk among children and teach morphology. Teachers will be introduced to this during the August Leadership Academy and given support from coaches and PLC work throughout the year. It is expected that this strategy will be used at least once a day in every classroom. Research states this practice does much to increase success in literacy.

MacGregor's selected Transformational reform model focuses on increasing teacher effectiveness as one of its two "Big Ideas". Former proficiency struggles were theorized to be linked to ineffective classroom strategies and weak relationship(s) with curriculum. Number Talk and Building Vocabulary are evidence-based strategies that strengthen teachers' relationships with curricular, students and processes that encourage positive dispositions about mathematics and literacy. SIG funding will enhance opportunities for success in the implementation of both evidence-based strategies. Additional coaching staff, professional learning materials, enhanced support of Professional Learning Community activities and other program strengthening, all associated with long term SIG support, will broaden MacGregor's opportunity to consistently and successfully implement these strategies.

3c & 3e- Intervention Model - Clear and reliable data will be paramount in determining whether SIG funding of Transformational Plan components is effective. To that end, each and every 2016-17 MacGregor staff member will thoroughly understand and effectively utilize the *Collaborative Learning Cycle* (CLC) data dialog protocol whenever evaluating student achievement outcomes. The CLC will both identify causal theories and encourage development of action plans. Professional Learning Communities (PLC's) will utilize this tool and process whenever results of their efforts with students is being considered. Data will never be analyzed for the sake of review. Instead, data will be considered within the context of 'causes' and next steps. This process will help to sustain MacGregor's intent to effectively utilize SIG funding throughout the next five years. NWEA and ILC pre/post tests are two indicators that will be used to measure the effectiveness.

A second and equally important means through which SIG effectiveness will be consistently measured follows implementation of MacGregor's **Transformational Plan Effectiveness Team**. Members of this 2016-17 through 2020-2021 eight member group will include the Superintendent of Schools, MacGregor SIG Coordinator, MacGregor Central Office Partner, MacGregor Principal, MacGregor Data Coach, MacGregor Site Based Coordinator, Teacher Representative and Parent/Community Representative. Purposes of this team will be to (1) identify metrics clearly associated with measuring SIG effectiveness, (2) identify means through which sustainable streams of this data will be created, (3) track, discuss and disseminate data to all stakeholders, and, (4) develop and implement means through which MacGregor instructional and programming practices are modified in ways that will continually increase SIG effectiveness.

Specific metrics used to measure SIG effectiveness will be identified by each MacGregor Professional Learning Community (PLC) as well as the Transformational Plan Effectiveness Team. In each case that measure must be aligned with SIG related initiatives. Examples might include formative and summative assessment data linked to teachers' instruction that was shaped by Data Coach and Classroom Teacher Coaching collaboration. Another example might include changes in proficiency level assessments based on students' use of supplementary reading support materials purchased by SIG funding. A final example may include results of after school/before school academically focused student programs, funded by SIG.

From both district and school building perspectives, meaningful collaboration with our school family in all phases of MacGregor's reform efforts is crucial. Meaningful and long-term student success is dependent on specific collaborative actions. Bay City Public Schools must initiate elements of this partnership.

Bay City Public School's newly appointed Superintendent of Schools began service on July 1, 2015. Long associated with successful reform efforts and excited about prospects for MacGregor's success, the district's new leader views MacGregor - the District's only Priority school - as her priority. She has actively

formed a special relationship with the school's faculty, support staff, students and surrounding school community. Having a new leader begin her tenure concurrently with MacGregor's first year of Transformational Plan implementation can only be viewed as positive. The new leader has actively participated in open house, parent teacher conference, Curriculum Night, PTO, special event, Community Service, student achievement oversight and public reporting activities associated with MacGregor's reform efforts.

While the new superintendent's active involvement in MacGregor's reform efforts will be impactful, school based initiatives are even more likely to meaningfully engage families and the larger community as the school's quest for proficiency increases. Classroom teachers will be required to create and nurture close relationships with each and every student within their caseload. A supporting structure is being prepared to assist staff so that MacGregor's children will find success, warmth and safety within their school's walls. A series of outreach initiatives is being developed for 2016-17 implementation. Those include Interactive Open House, Transformational Plan-Centered Parent Teacher Organization, Transformational Plan Quarterly Board Report, Consistent and frequent Media Press Releases (focused on student achievement and MacGregor's desire for community partnerships), publically-located Reform Plan Data Wall site, School/Business Partnership Program, Enhanced Fall and Spring Parent/Teacher Conference Program, Monthly Reading/Math Academic Focus Parent and Community evening programs, ongoing participation of the Principal in locally accessible public or private morning talk radio shows, and active and consistently-updated School Facebook page. Responsibility for coordination of meaningful family and community engagement will be assumed by combined efforts of the Site Based Coordinator, the SIG Coordinator and the School Principal.

3d - Title VI Rural Schools Element Modifications- The LEA does not receive Title VI rural school funding and will not modify an element of the transformation plan.

4a - Resource Profile - MacGregor Elementary operations are funded mainly through annual General Fund allocations. Additional support for an array of MacGregor programs is provided through Federal Title One and Title Two funding and Federal IDEA provisions. A small number of local and State funds are provided through community grant programs.

At present time, State and local tax efforts provide MacGregor with an equitable source of funding for General Fund-supported activities. Those are largely associated with salaries, benefits and associated costs of MacGregor's approximately 45 full and part-time employees. General Fund also provides MacGregor with appropriate teaching supplies, materials and resources necessary to support traditional K-5 instructional needs. Beginning August, 2015, General Fund provided MacGregor with equitable, not equal, proportions of General Fund monies so that Priority Status/Transformational Plan identified needs are met beyond levels associated with other non Priority Bay City Public Schools. Through Central Office discretion, General Fund resources will provide support for incentives needed to retain staff, and specialized assessment materials (NWEA Training and Testing and Testing Capacity). These and other examples of General Fund support help to describe how local funds will be leveraged to implement MacGregor's Transformational Plan.

MacGregor Elementary School receives annual IDEA, Title One and Title Two Federal funding for specialized, academically focused and approved programming. Those supports have historically been used to provide professional development, instructional coaching, targeted student intervention and related Tier Three support to all grade levels of students. MacGregor's Transformational Plan has provided means through which more effective professional development, instructional strategies, levels of student support, collaboration and accommodations for struggling learners will be implemented. Similar levels of Federal funding support, enhanced by required Priority Building and District set-asides, will provide greater yields in student achievement through more focused and intentional practices.

SIG funding tailored to supplement and support existing 2016-17 through 2020-21 MacGregor Priority funding will greatly enhance the school's capacity to meet an array of significant student and family needs. SIG support would triple the workforce charged with supporting MacGregor families (e.g. Home School Liaison- .7 funded through SIG and .3 through Title 1). SIG funding would provide an additional classroom /interventionist, thus maximizing opportunities to enhance teachers' skills through embedded professional development. Additional materials to further differentiate instruction would be provided through MacGregor's SIG, as would supplemental materials needed within Tier Three intervention efforts. SIG funding would lengthen the arm of MacGregor's Priority effort by a significant degree.

4b - Resource Profile - MacGregor's SIG Coordinator, a position new to the school and Transformation Plan for 2016-2017, will be funded solely by SIG funds. The individual within this position will be charged with SIG budget oversight, SIG Program implementation, SIG-related program evaluation and SIG reporting responsibilities. Each function will occur at the building level. MacGregor's SIG Coordinator will initiate and sustain a liaison relationship with selected Bay City Public School's Central Office personnel, including any Administrative SIG oversight staff associated with the Grant. The MacGregor SIG Coordinator is to report to the MacGregor school principal. The SIG Coordinator will oversee and evaluate MacGregor's SIG Family Liaison. MacGregor Elementary School's current population is 442. Thus, based on current planning, the SIG Coordinator is projected to be a .5 FTE.

Operationalization of MacGregor's SIG Coordinator will require articulation with other existing MacGregor Elementary School Transformation Plan Oversight personnel. Our intent is to provide coherent and seamless SIG services that compliment and strengthen existing and planned Transformational Plan initiatives as well as other resources that SIG may provide to MacGregor students and staff. In addition to oversight of the SIG Family Liaison, the SIG Coordinator will provide or act as:

- Oversight of MacGregor Elementary SIG Implementation -SIG supported activities will be implemented, maintained and assessed for effectiveness on an annual basis. Oversight of these activities will be assigned to MacGregor's SIG Coordinator.
- Central Office SIG Liaison - MacGregor's SIG Coordinator will work collaboratively with appropriate Central Office personnel, including Human Resources, Curriculum and Budget Management administrators, to align Building activities with Administrative processes and requirements.
- Projecting SIG Needs - MacGregor's SIG Coordinator will continually project and address Grant-related needs, changes and challenges. The position will be particularly useful in determining strategic "next steps" as they relate to student learning and shifting expectations.

MacGregor's 2016-17 Data Coach, also a position new to the school and Reform Plan, will be funded through SIG resources. Similar to the SIG Coordinator, the SIG Data Coach will be a .5 FTE position. The SIG Data Coach's primary responsibility will be to serve as a bridge between student achievement data, as analyzed by each Professional Learning Community through use of the Collaborative Learning Cycle (CLC), and MacGregor's Site Based Coordinator. Such bridging will inform the Site Based Coordinator of needed professional development, instructional materials and related resources. The SIG Data Coach will:

- Maintain an ongoing and collegial relationship with each and every Professional Learning Community grade level group.

- Evaluate and communicate Collaborative Learning Cycle data dialog weekly outcomes (e.g. causal theories and action plans) to the Site Based Coordinator.
- Liaison between MacGregor and the District, Bay Arenac Intermediate School District and the State on issues related student proficiency, data-related coaching and data warehousing/access.
- Instruct and maintain a high degree of proficiency within each and every MacGregor Elementary certified staff member in the function and application of Collaborative Learning Cycle (CLC) principles, intent and outcomes.
- Support MacGregor Professional Learning Community data-related activities including creation of professional, classroom and public data walls.
- Support MacGregor community's interest in understanding all forms of school-related data.

MacGregor's third required SIG resource, the Family Liaison, will be a .7 FTE position, reporting directly to the School's Site Based Coordinator. Considering MacGregor students' high percentage of poverty and need, this support will be a greatly valued component of the Transformational Plan. Responsibilities of the Family Liaison include:

- Sustained intent to be a presence in students' homes, taking direct interest in providing resources and support for MacGregor's families.
- Sustained presence in MacGregor classrooms, working as a liaison between families and the school for the purpose of enhancing student proficiency.
- Sustained presence at School, student and community events, further encouraging relationships necessary to engage families in MacGregor's Reform Plan efforts.
- Assist in formation and development of MacGregor's 2016-17 *Parent Teacher Organization for Student Proficiency* (PTOSP).
- Maintain an active caseload of MacGregor students who may benefit from direct family/school support, as assigned by the Site Based Coordinator.

The SIG Family Liaison will report to the SIG Coordinator. Responsibilities of this position must align with, reflect coherence within and actively support all other SIG, Title One and General Fund Reform Plan activities.

4c - Mental Health Services - MacGregor has opted to use SIG contracted service money to fund (.5 FTE) Social Worker that will work with At Risk and Tier 3 students. MacGregor currently has a half time School Social Worker who is funded from Special Education monies. Her primary role is to serve the special education population and a few RTI (Response to Intervention) students. The goal of this contracted service would be to service more At Risk students and their families. Positive Mental health can help how students think, feel and act. It determines how they handle stress, relate to others and make choices. Helping our students maintain good mental health will increase work productivity, help to develop their full potential and create a positive impact on both school and community.

MacGregor will use District Policies for recruitment, interviewing and hiring a qualified person for this position. Included on both, the interview team and the hiring decision, will be stakeholders from the community, Central Office, and the School Leadership Team.

The Social Worker would take recommendations from teachers, school service worker, and administration to build a caseload of students. He/she would look at data information including attendance, referrals, teachers anecdote to help determine her caseload and course of action. He/She would offer some one on one sessions along with group sessions. He/She would offer conflict resolution and problem solving classes to help build needed skills in the students. The social worker would also be available for immediate response to trauma.

There would be an annual review, at the end of the school year, to review the data and the needs he/she has filled. Creating this position and allowing our students an opportunity to grow social emotionally would only be a win for helping to create a positive learning environment.

4d - Resource Profile - MacGregor Elementary staff will be provided with ongoing, high quality, job-embedded professional learning opportunities throughout each and every year of their Priority status and SIG funding. This effort will be sustained following MacGregor's exit from State oversight and SIG support. All professional learning will be aligned with MacGregor's Transformational Plan's Big Ideas (Increased Teacher Effectiveness and Positive School Culture and Climate) as well as student outcomes.

MacGregor implemented its Transformational Plan beginning 2015-16. Within the context of Michigan Standards, professional learning was launched through a weeklong Intel Grant-funded whole staff study of mathematics theory. This training established a more thorough understanding of concepts behind math instruction. During the week immediately prior to school's beginning in 2016 MacGregor staff will participate in the weeklong Leadership Academy. This compensated activity will launch a yearlong professional learning effort. Topics, for the year, include backward lesson design, team building, MTSS Introduction, Leveled Learning Intervention, Vocab and Content Knowledge, Curriculum Mapping, Collaborative Learning Cycle and Instructional Learning Cycle introduction, Professional Learning Community-related activities and Climate/Culture PBIS work.

The nature of MacGregor's Priority-based Professional Learning program relies on successes within each Professional Learning Community (PLC). These grade level entities will be supported by a data coach, the site based coordinator, the building principal, interventionists and support personnel, home school liaison personnel and related staff. As student achievement results are channeled into twice-weekly PLC's, evidence of a need for targeted professional development will be highlighted and delivered by appropriate personnel. That method -job embedded professional learning - will be the hallmark of MacGregor's monthly professional development program. In addition to the highly individualized nature of job embedded professional development, all MacGregor teachers will focus on two academic-related skillsets: Number Talks and Vocab and Content Knowledge. Consistent and impactful use of these strategies as means for enhancing student achievement is highly valued within professional circles.

MacGregor will devote considerable human capital as well as "time" toward the goal of impactful professional learning for all MacGregor staff. Classroom and support teachers will meet as professional learning communities 1.5 hour a week plus one 2 hour meeting one time a month throughout the year. As an entire staff, 2 hours/month is in place for after school training. Site base coordinator-sponsored afterschool targeted professional learning and in-school coaching-based learning, with associated release time provided by substitute teachers. In addition to their five-day summer 2016 Intel Grant-funded number theory training and a five day late August Leadership Academy, MacGregor staff will also participate in five school year/day long professional development programs.

5 - External Service Provider- Though the leadership team at MacGregor Elementary, a Transformational School, has relied upon, and will continue to utilize, expert advice and guidance from multiple partner agencies and experts beyond our district, including Bay-Arenac ISD and Saginaw Valley State University, at this time there is no plan to engage the services of an External Service Provider. That said, if data shows the need to partner more exclusively with one provider to continue improvement of student achievement through the selected reform plan, the following process will be followed for the selection and evaluation of said providers.

The role of an ESP would be to directly support the building principal in guiding and overseeing the implementation of the SIG reform model, assisting in the planning, implementation, and monitoring of grant outcomes and goals. Initial screening and selection is completed early in the process by the SIG planning and writing team (composed of members from the central office and schools). Members of this team are selected based on professional specializations (i.e., knowledge of state and federal regulations) and/or knowledge of the SIG reform interventions and strategies. The initial screening and selection of an ESP is driven by (a) a review of data-based needs, (b) a review of ESPs registered on MiSigRegistry through MDE, (c) the requirements embedded in the specific reform model selected for implementation (the Early Learning Intervention Model), (d) recommendations from colleagues that have previously worked with a given ESP, and (e) review of evidence of prior effectiveness. Specifically we will ask any potential ESP to provide documentation of previous work, similar in scale and scope, along with evidence of impact data. Ultimately when selecting an ESP we strive for district and building-level consensus.

Upon selection, the ESP and district will collaboratively develop an implementation and review plan for their specific role in advancing student achievement through the school's reform plan, included expected targets for growth and participation for the year. This plan will include at least biennial reviews of all available data related to student growth and reform plan activities implemented. Agreements will be reviewed and renewed annually based upon the ESP meeting the expected targets for growth and demonstrated success.

6 - Increased Learning Time - MacGregor Elementary School students' school day is 383 minutes long. Their planned number of school days for 2016-17 is 180 days. The School's Transformational Plan addresses the need for increased learning time through several means. Significantly, MacGregor's traditional "specials" (e.g. art, music,) has ended. In its place is a new Priority-focused program, "STEAM", which will provide all children with an average of 45 additional minutes of science-oriented instruction on a weekly basis. Because this content area was among MacGregor's most challenging and lowest achieving, additional learning time is envisioned as an effective strategy. Additional learning time will be factored into students' plans through the capturing of internal minutes previously used for passing time, recess, exchanging between classrooms (specialization) and recess-oriented "success breaks". Those changes will yield an additional 100 learning minutes weekly.

MacGregor will also extend the day for At Risk students focusing on reading and math skills, and academic noontime clubs. This will be supported with SIG added compensation for extended learning time. Planned clubs include robotics, battle of the books, spelling bee, engineering club and extended opportunities outside of the traditional school building. Math and Reading programs will focus on basic skills that students have missed to help promote success within the regular classroom. This program will run 1.5 hours four days a week adding more than one hour to the learning day. Noontime Clubs will also be available to present MacGregor students with a variety of life skills. This, too, will be compensated with SIG monies.

The nature of the topics covered in both, after school and noontime, will engage students in their learning. More importantly, students will find success as they return to their regular room. As far, as the STEAM program is concerned, students are engaged in the project -oriented classes, as seen during the first year of our plan.

This embedded system is designed to constructively dissect and discuss students' aggregate learning time so as to maximize teachers' impact. While previously, MacGregor teachers may have been expected to provide a '90 minute reading block', for 2016-17 and beyond, the content and expected outcomes of that reading block as well as all other time-related components of students' learning time will be considered. This effort is designed to more precisely define how increased learning time will be spent engaging students in learning activities.

An agreement with the Union will not be required to support increased learning time within MacGregor's school day. The added compensation will adhere to the requirements in the present union contract. All other Priority status-related and Contract-sensitive issues have been resolved.

7 - Building Timeline - See Attachment D

8b - Annual Goals - Beginning with the 2016-2017 school year, MacGregor Elementary will grow toward being a learning-oriented school. Beyond traditional practices of focusing on the act of teaching, staff will base discussions and analysis on the result of their teaching - student proficiency. All stakeholders within the organization, inclusive of classroom teachers, support staff and building administration, will adhere to this important paradigm shift. An instructional support structure was envisioned through MacGregor's Transformational Plan Development process to accommodate this change.

Results of assessment(s) will drive MacGregor instruction. Classroom teachers' practices will be informed through collaborative and ongoing study of assessment results. Collaboration will take place through facilitated and protocol-driven twice-weekly Professional Learning Community sessions. This new capacity will be supported by MacGregor's Site Based Coordinator, academic coaches, intervention specialists, assigned special education teachers, the MacGregor Data Coach and MacGregor's Principal. The intent of MacGregor's transformational instructional support structure is to move "study of data" from an event status to one of everyday operations, throughout the school year.

To accommodate the shift in practice, teachers and support staff will be thoroughly trained in use of the Collaborative Learning Cycle (CLC) data dialog protocol as well as Professional Learning Community protocols and parameters. Learning to work with all data to the point of creating causal theories and associated action plans will broaden teachers' capacities to appropriately differentiate instruction. Data will drive instruction.

Results of daily classroom instruction will be evaluated through the CLC process and within grade level Professional Learning Community sessions, on a weekly basis. MacGregor's data coach will define timelines through which NWEA, DIBELS, once-annually M-Step, and Pre and Post ILC Unit tests will be studied by each grade level Professional Learning Community. MacGregor's intent is to consistently apply the CLC protocol whenever student achievement, process, demographic or current data is being considered. Resulting causal categories and action plans will always be the product of data analysis.

9 - Sustaining Reforms- McGregor Elementary School students struggled to reach acceptable levels of proficiency in all core content areas for many years. The school's Top-To-Bottom List percentile ranking averaged 5.5 over the past four years, eventually dipping to a low of fourth Percentile following the 2013 -14 school year. Students have clearly been underserved, and MacGregor's Transformational Plan allowed substantive rethinking of instructional practices. Formulating Transformational "Big Ideas" influenced planners' range of evidence-based ideas that had potential to turn their failing school around. There is strong sentiment within Bay City Public Schools that MacGregor's Transformational Plan has capacity to bring new levels of pride to its school community. Broad, sweeping and dramatic "rapid turnaround" is now an expectation.

SIG funding, in support of MacGregor Elementary School's approved Transformational Plan, will allow the school to significantly strengthen impact of planned changes. SIG puts strength behind ideas that would traditionally lack enough capacity to ensure success. As an example, without SIG funding, the principal would be compelled to assume student management as well as Professional Learning Community oversight duties. The building leader and Building Site Coordinator alone could not effectively manage broad arrays of daily challenges and still remain true to the spirit of MacGregor's Transformational Plan. With SIG funding, the principal and Building Site Coordinator's joint capacity will be greatly enhanced through the addition of a SIG Coordinator, a Data Coach, A Family Liaison and a Classroom Reduction Interventionist. That team extends the reach of the building leader and MacGregor's Building Site Coordinator. With additional and necessary funding, each individual will focus on his/her essential duties. The principal's presence in classrooms for 75% of each and every school day will be possible. The SIG Data Coach can interpret PLC needs and relay relevant details to the Site Based Coordinator. The SIG Coordinator will oversee pertinent administrative and implementation-oriented activities of the SIG, again allowing MacGregor staff to focus on critical aspects of their work.

MacGregor Elementary School's Sustainability Plan was envisioned by a team of District and Building leaders inclusive of Central Office curricular, human resources, budgetary and leadership representatives, and Building administrative, support and classroom instruction representatives. Stakeholders were identified and chosen by the schools Leadership Team, to represent every facet of the educational process. Meetings were facilitated by MacGregor Elementary School's Principal, and met specifically to craft tentative plans that will extend the influence of SIG well beyond its five-year span of funding. To the degree possible so early in the process of seeking and receiving fiscal support for implementation of its Transformational Plan, MacGregor's Sustainability Planning Team had addressed important and related issues.

MacGregor's Transformational Plan focuses on two Big Ideas. We are intent on increasing teachers' effectiveness (e.g. shifting from a focus on teaching to a

focus on learning), and positively addressing the school's culture and climate so as to enable gains in student proficiency through environments that are more conducive to learning.

To accomplish that, the Plan, and thus SIG funding, will address a broad array of initiatives. Chief among them are selected interventions that will be sustained indefinitely, when SIG support is no longer available. Those include the following:

- Professional Learning Community Structures - Inclusive of twice weekly scheduling, coordination through an assigned data coach, oversight by MacGregor's permanent Site Based Coordinator, and conducted through repeated use of the Collaborative Learning Cycle data dialog protocol, this dedicated and collaborative process of focusing on the result of teaching (student learning) will be sustained as a permanent component within MacGregor Elementary.
- Culture and Climate-related Protocols - As SIG funding concludes, MacGregor's internal environment (e.g. student discipline, behavioral expectations, processes, relationships with families and community) that supports student learning and proficiency will remain. Issues that undermined students' needs will have been long-since replaced with expectations that support learning. Those will be sustained as a permanent component within MacGregor Elementary.

SIG funding will mean that MacGregor Elementary School's Transformational Plan may have lasting and permanent impact on student learning. With such support, initiatives will have real chances of success. Personnel will be appointed with limited scopes of responsibility. Data, provided within a mutually supportive and "growth mindset" environment, will be continually analyzed through use of data dialogs. Professional Learning Communities will be tooled to use outcomes of teachers' work with students to reframe instruction, further differentiate approaches and continually focus on student learning in order to meet or exceed academic goals.

10a - Budget Narrative- MacGregor has selected 5 year budget option 2 as detailed in 4b below. The principal was recruited and hired as the school's Transformational Leader. He possesses passion, experience, skills, knowledge and understanding necessary to lead others through rapid turnaround. MacGregor's At Risk supported Site Based Coordinator (.5 FTE) will support each Professional Learning Community through coordination of Data Coach (.5 FTE SIG) SIG Coordinator (.5 FTE SIG), English Language Arts Coach/Interventionist (1.0 FTE Title 1), Math Coach/Interventionist (.5 FTE Title 1) Class Reduction Interventionist (1.0 FTE SIG) and activities and corresponding embedded professional development. MacGregor's Family Liaison (.7 FTE) will coordinate development and implementation of effective means through which the school's reform efforts are directly supported by new parent/family/community program relationships. MacGregor's 2015-2016 teaching staff, interventionists, coaches, and other personnel were recruited to serve MacGregor Elementary. Staff already in place were provided options to move elsewhere in the district following the 2014-2015 school year. Approximately one-third did so, providing openings for seven new Transformational Teachers. Three new teachers have been hired for 2016-17. A Priority-focused hiring process filled those vacancies with staff excited about prospects for MacGregor's success.

School-wide instructional strategies will actively support implementation of MacGregor's Transformational Plan. *Number Talks* and *Building Vocabulary and Content* will be fully implemented in all grades and all classrooms during the 2015-2016 school year. Similarly focused wall-to-wall Science, English Language Arts, Social Studies and Writing initiatives will be implemented in subsequent years. Broad instructional strategies, including Differentiated Instruction, Backward Design Lesson Planning, Problem Solving, MAISA Writing Units, Narrative Comprehension Strategies, Informational Text Structures and Narrative Comprehension Structures are representative of activities that will support MacGregor's Transformational Plan for the full five years of the Grant.

To support student learning, coherent student results-focused collaboration among all stakeholders will occur through MacGregor's twice-weekly Professional Learning Community (PLC) structure. Evidence of student learning will inform professional development for each year of SIG funding. Based on Collaborative Learning Cycle outcomes including causal theories and plans of action, ongoing collegial dialog will prompt growth in teachers' capacities so that student proficiency targets will be met. Using data to drive instruction will support MacGregor's Transformational planning efforts.

10b - Budget Narrative - MacGregor Elementary School selected **Option Two** to assist in formatting plans that expend SIG funds over the next five years. SIG support will facilitate immediate focus on activities that will bring about early and big wins. MacGregor will provide for maximum impact on student learning through use of SIG funds. During its first full year of implementation, the Grant will supply MacGregor with \$750,000 in funding. Roughly 25% of those funds will support personnel, including Data coaching, SIG coordination, Family Liaison interaction with our school community and additional academic intervention. For 2016-17, one of MacGregor's two "big ideas" (Culture and Climate) will be supported through year long CHAMPS training and implementation. Mathematics-oriented wall-to-wall instructional strategies -Number Talks will impact all students in all classrooms. In Literacy a focus on the essential instructional practices in literacy specifically building vocabulary and content will be the emphasis. Grade Level Professional Learning Community protocols will be learned and practiced, through encouragement by the Building Site Coordinator, the SIG Coordinator, MacGregor's Data Coach and other support personnel. The school's **Science Technology Engineering Arts and Mathematics (STEAM)** extended learning program continue providing significantly more learning time for K-5 students. Approximately 50% of 2016-17 SIG funding will support purchases of materials associated with increased student learning opportunities. The first year of SIG funding allocates maximum support toward key personnel, embedded professional development, and materials directly accessible by students and teachers. Years two and three of MacGregor SIG programming facilitates additional focused support for the school's Transformational Plan and its two "big ideas". Second tier CHAMPS training, both during the August 2016 Leadership Academy and through school year embedded professional development for all staff will result in further enhancement of school culture and climate supporting student learning. Professional Learning Community Collaborative Learning Cycle (CLC) protocols will provide more coherent and enhanced causal theories and plans of action for teaching staff, thus increasing teacher effectiveness. Student learning will increasingly become the school's focus. Additional instructional strategies, including differentiated Instruction, Backward Design Lesson Planning, Problem Solving, MAISA Writing Units, Narrative Comprehension Strategies, Informational Text Structures and Narrative Comprehension Structures will move the school's focus beyond mathematics and science. Embedded professional development, supported by MacGregor's Site Based Coordinator and other staff, will continually link these efforts to student learning. Total SIG dollars spent in years two and three will be approximately \$750,00 annually.

Approximately 25% of each year's expenditures will continue to support personnel associated with student learning. MacGregor's selection of SIG Option Two means that years one through three are envisioned to fully support wall-to-wall implementation of the school's Transformational Plan. Budget planning as well as activities that promote the chosen intervention model support that intent. Maximum allowable SIG expenditures provide years one through three personnel who encourage professional collaboration, embed professional development into school programs, implement few yet powerful instructional strategies within each and every classroom, and promote strong Tier One, Tier Two and Tier Three systems of support.

Years four and five of MacGregor's SIG-funded Transformational Plan begin to taper and diminish availability of funds beyond those provided by General Fund and Title One and Title Two. Expenditures for the final two years of MacGregor's SIG funding is \$500,00 each year. While percentages of years four and five SIG monies supporting personnel and supplies/materials approximate those from years one, two and three, actual dollar amounts are less. What remains funded in those final two years is considered essential to MacGregor's continued transformation and turnaround. Throughout years four and five, SIG will continue to support MacGregor's preservice summer Leadership Academy and year-long embedded professional development. This intensive teacher effectiveness development process will enable leaders to maintain high expectations for all staff, with continued focus on student learning. Required SIG positions will remain at previous FTE levels, though MacGregor's Classroom Reduction Interventionist will no longer be available. Students' before and after school learning opportunities as well as themed summer school, support for each year's instructional strategies, purchases of high interest student reading materials and continued support for community service projects, interactive technology purchases and academic family nights will remain. Choosing Option Two provides full allowable expenditures for the Grant's first three years. To the extent permitted, MacGregor envisions spending SIG funds to support personnel associated with significantly strengthening teachers' capacity and creating culture and climate conducive to increased student proficiency. Collaboration through professional learning communities, data dialog protocols, coaching through job embedded means, and effective multi-tiered systems of support are hallmarks throughout the initial three year SIG period. In its final two years of SIG influence, MacGregor will maintain support for professional learning communities, embed professional development throughout each school day, encourage continued family support for MacGregor's reform efforts and sustain systems that assure MacGregor's transformation to an organization that values student learning.

Section B Attachments

| | |
|------------------------|------------------------------------|
| Attachment A: | Baseline Data (uploaded into MEGS) |
| Attachment B: 1 | Intervention Model- Transformation |
| Attachment C.1: | Professional Development Calendar |
| Attachments D. | SIG Timeline |
| Attachment E: | Annual Goals |
| Attachment F: | Preliminary Building Level Budget |
| Attachment G: | Assurances and Certifications |

Attachment A: Baseline Data Collection

Baseline Data uploaded to MEGS+

Attachment B: Intervention Models

ATTACHMENT B.I: TRANSFORMATION MODEL

1. Former MacGregor principal was removed from his administrative position and reassigned in June of 2014. A district principal search committee was formed in June 2014. The committee included Central Office personnel and building staff. Members reached a consensus agreement upon qualities needed for MacGregor's new leader. A state-wide search was conducted through use of AppliTrack. The new principal, Mr. Matt Wenzell, officially assumed his position on July 28, 2014. Mr. Wenzell has extensive experience working with at-risk students.

2. Current teacher evaluation tools and student data points will be used with the current district evaluation tool, Charlotte Danielson Domains for Effective Teaching, in conjunction with our Transformational Plan. MacGregor's teacher evaluation tool includes a section for teacher developed objectives and the school weighted growth score, reflecting the assessment tools developed in the transformation plan. The schools weighted growth score reflects standardized tests (NWEA). The teacher's criteria is weighted at 50% student growth. At the start of each school year, all teachers will complete the student growth goals based on Standardized tests. The same student growth formulas will be utilized for the administrative evaluation.

3. Bay City Public Schools Administration collaboratively took input from teachers and principals while developing the new teacher evaluation process. The Danielson program includes four domains: Planning and Preparation, Classroom Environment, Instruction, Professional and Leadership Responsibilities. Teachers are rated based on: Highly Effective: beyond a year's growth; Effective: year of growth per year; Minimally Effective: Under a year's growth; Ineffective: Under half a year's growth. All staff members will experience frequent classroom walk-through activities. Information gleaned will be incorporated into teachers' final evaluations. In addition to the required evaluation processes and beginning with the 14-15 school year, all MacGregor faculty, working with the principal, are required to develop and maintain a PGP. This instrument will facilitate and track each staff member's professional growth and provide opportunities for individualized PD to enhance instructional skills. This plan will be based on data from student achievements, formal evaluations, and informal observations. The teachers PGP will be monitored and areas of concern will be address with increased professional development opportunities, be assigned a mentor, and work closely with the curriculum department on a monthly basis. Staff member who receive minimally effective or ineffective will be removed form MacGregor.

4. In accordance with policy, due process will be afforded. Should a MacGregor teacher be evaluated as "Minimally effective/" "Ineffective" or during the year have areas which require additional support in order to effectively work with students to improve their professional practice or implement the instructional program, the following process is followed: Areas of concerns will be discussed, support will be provided in observations, PD, coaching, frequent feedback form principal. Any staff member not effective or higher will be given opportunities to grow and improve instructional practices. If the staff member remains below effective on two

consecutive Year-End Performance Evaluations they will be removed from MacGregor and place in another position.

5. MacGregor leadership team explored high quality, researched-based, professional development opportunities and constructed a plan targeted to the big ideas and instructional programs, identified during the Collaborative Learning Cycle. Professional Learning Communities (PLCs) will provide an opportunity to reinforce skills gained during PD. Coaches will be working to check for carry over into the classroom as well as provide job embedded opportunities.

6. MacGregor will use Bay City Public Schools Evaluation Tools as one way to identify and reward school leaders. Financial incentives have been put in place for MacGregor teachers. If 90% of the teachers students make one year growth (according to NWEA) a \$200 allotment toward teaching supplies, and/or PD will be available. Using the parent perception survey if there is a positive increase each teacher will receive a \$50 allotment to be spent on teaching supplies or PD materials. If the number of students with 10 or more missed days decrease by 2% teachers will receive a \$100 allotment towards resources. There will be 10 available professional growth opportunity days that teachers will be compensated for throughout each year.

7. The committee initiated their search for causes associated with our school's priority status through use of the collaborative Learning Cycle. We began by analyzing MEAP data and then, to provide multiple sources we also referenced the following data: Demographic data regarding enrollment trends, subgroups of students, attendance of students and staff, discipline referrals, and suspension rates; local achievement data in the form of DIBELS, DRA, NWEA, and Bay City's public schools ELA and Math Benchmark Tests; process data from our School Process Rubrics (SPR40); and perception data from students, parents, and staff. Achievement data was disaggregated by grade and subgroup. The data driven process highlighted two areas of concerns. First, MacGregor's four-year trend data indicated that students lagged significantly behind the state averages in all subject areas associated with MEAP testing. Secondly, staff and parent perception surveys, office discipline referrals, and suspension rates showed that MacGregor's culture and climate was negatively impacting learning. Multiple programs and strategies were researched by the committee. The following instructional programs were prioritized with the use of student achievement data. These programs are tailored around the big idea that we must improve student academic performance through increasing teacher effectiveness. This will be accomplished with a rigorous, data driven, engaging program of instruction. We divided them into 4 important categories to reach our goals: 1. Professional Learning Communities 2. Assessment using data 3. Classroom Instruction 4. Support for instructional development.

8. MacGregor will promote the continuous use of student data to inform and differentiate instruction to meet the individual needs of students. Individual student needs will be met through the MTSS process. NWEA, DIBELS Benchmark and progress monitoring will be used K-5

in reading. In addition, MacGregor will develop six-week ILC assessments used to inform instruction. PLCs will analyze the results of those assessments to design intervention strategies and schedules. All MacGregor staff will collect and review data including student work to plan and assess the impact of instruction. Multiple types of data, academic and behavior, will be analyzed during PLCs to inform instruction.

9. Due to the lack of adequate student achievement, we have restructured the school day to increase the instructional time by twenty minutes which will be used to create a MTSS intervention/enrichment block with the daily schedule. During the school day, teachers will maximize instructional time through block schedule and better awareness of transition time between instruction and non-instruction activities. The increased instructional time of 20 minutes will consist of restructured 20 minutes to the current school day. The targeted and intentional instructional time will engage students' productivity and meaningful experiences. The plan for increasing time for enrichment activities is through the MTSS instructional blocks utilizing supplemental/ intensive instruction for the enrichment of students in all tiers. The restructured 20 minutes per day will be dedicated to the MTSS block. Various development of assessments will be analyzed to help drive the enrichment instruction. The addition of a STEAM teacher increases the availability of enrichment choices for students and also adds another average of 60 minutes per week. STEAM will take the class of our traditional music and art special class. This teacher will be enriching the science and math instruction as well as giving additional science/ engineering - oriented instruction, such as robotics and Legos. The increased teacher collaboration time is a must for MacGregor Staff. PLC's will meet 4-5 hours monthly to increase teacher collaboration time.

10. We explored a variety of parent engagement activities to assist in building our learning community. The focus will be on the following three activities: 1.) Parent Teacher organization with an academic focus. We currently do not have a PTO and feel with parents and teachers working collaboratively it will enhance the education program and improve instruction. 2) Teacher Directed Events to invite parents into the building. These activities include Curriculum Night, Family night each month, Parent Workshops, two way daily communication device, newsletters, career fair and both student and parent focus groups to gather perception data. 3) Parents in Action which will be structured to encourage parents to intentionally participate in the learning community. Activities will include things such as, Classroom readers to assist teachers with providing the focus strategies, Dads of Great Students to assist in promoting a positive culture and Parents in Action. Community Engagement is also vital to MacGregor's success. The Leadership Team actively recruit a community representative to participate in the leadership team. Community mentorship program will be investigated. Community partnerships will continue to be developed. A key component will be reaching out to our community to tell our story. And lastly, we want our students to learn the importance of community based learning by giving back. Students will have opportunities throughout the year to actively participate in community service projects.

II. The School Leadership Team and the Principal determine the school's Title 1 budget. The school has complete autonomy of Title 1 expenditures and throughout the year the team analyzes and identifies areas in need of improvement. The team then decides what supplemental material/ resources will best meet the needs of the students. Title 1 Set-Aside funds will be used to provide compensation for teachers to meet and plan together based on summative and formative assessment data. Staffing has taken a different approach than ever before. Teachers in the building were given the opportunity to be placed elsewhere. New teachers were recruited and hired only after a second interview in the school building with both teachers and the Leadership Teams input. The school calendar of PD was developed with teacher input. The daily schedule was developed, with teachers input, to meet the needs of the children at MacGregor.

Bay City Public Schools will continue to partner with the Bay-Arenac ISD in the implementation of their Transformational Plan. Monetary support has come through the Regional Assistance Grant. The ISD has provided an Intervention Specialist and School Improvement Facilitator to assist in the development and implementation of MacGregor's Transformational Plan. The school has access to professional learning programs and support programs provided by Bay-Arenac ISD (BAISD) including curriculum consultants to aide in onsite work. Guided School Improvement training is provided, monthly Curriculum council meeting, and regional professional learning programs. BAISD will also assist in providing learning opportunities for MacGregor through the Regional Assistance Grant

Additional elements:

1. MacGregor teachers will be given a stipend for participating and doing the work. Along with this they will be paid for all professional development days, which other teachers from district schools are not.
2. A system is in place through our PLC process where teachers will use the Instructional Learning Cycle to measure changes continually from their instructional practices.
3. New teachers were recruited and hired only after a second interview in the school building with both teachers and the Leadership Teams input.
4. Data talks occur often and are always on the agenda of the monthly PLC meeting where reviews are completed to ensure that the curriculum is implemented with fidelity.
5. MacGregor has implemented a new STAR student model through training in PBIS. This will continue to be our focus to change the climate.
6. PD is planned for the Leadership Academy in August that will focus on least restrictive environment and supports available.
7. Numerous technology based interventions continue to be introduced. Fourth and Fifth graders use Front Row for both reading and math. NWEA has created a skills navigator program that teachers need time to explore which will individualize instruction for students.

8. MacGregor has opened a brand new STEAM classroom. Every student is part of a 40 minute class that explores science, technology, engineering, art and math.
9. Summer Scholar program is offered to not only help with academics but give students the opportunity to have outside learning experiences.
10. At Risk students are identified and tracked to increase their success in school.
11. This next year will see an emphasis on K-3 students in all areas but especially literacy. A system will be in place to identify K-3 students at risk for failure and get them immediate help.
12. Parent Organization has been started with a stronger emphasis on academics- the hope is this will continue to expand. A partnership with the Boys and Girls Club and numerous universities have already been established.
13. We have begun monthly event nights- most academic in nature to build relationships. Numerous after school clubs have started; robotics, girls on the run to name a couple.
14. STAR student PBIS program was started last September. Included in this is monthly parent/ student ice cream parties and recognition.
15. We currently have full day kindergarten and 4 day a week full day preschool.
16. There is an MOU with the local union to give MacGregor teachers and building autonomy in a number of areas.
17. Title 1, Regional Assistance Grant (RAG) and Title 2 are all allocated based on needs.

CHECKLIST FOR INTERVENTION MODELS

Transformation Model

The following items are required elements of the Transformation model.

Please indicate if the following have been addressed.

| Requirement | | Check One (X) | |
|-------------|---|---------------|----|
| | | Yes | No |
| | The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model. | X | |
| 2 | Plan for teacher/leader evaluations that includes: (this line is not checked; check 2a-2f below as appropriate) | | |
| 2.a | Be used for continual improvement of instruction; | X | |
| 2.b | Meaningfully differentiate performance using at least three performance levels; | X | |
| | Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); | X | |
| 2.d | Evaluate teachers and principals on a regular basis; | X | |
| 2.e | Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and | X | |
| 2.f | Be used to inform personnel decisions. | X | |

| | | | |
|--|--|------|--|
| 3 | Evaluations are designed with teacher/principal involvement. | X | |
| 4 | Have removed leaders/staff that have not increased achievement, or a plan is in place to remove them. | X | |
| 5 | Evidence of providing on-going job embedded professional learning. | X | |
| 6 | Evidence of implementing financial incentives or career growth or flexible work conditions. | X | |
| | Use of data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. | X | |
| 8 | Evidence exists of the continuous use of student data to inform instruction and meet individual needs of students. | X | |
| 9 | Evidence of increased learning time is provided; (this line is not checked; check 9a - 9c below as appropriate) | | |
| 9.a | That is increased learning time for all students in the core areas | X | |
| 9.b | That includes instruction in other subjects and enrichment activities that contribute to a well-rounded education | X | |
| 9.c | That allows for teachers to collaborate, plan and engage in professional development | X | |
| 10 | Evidence exists of ongoing mechanisms for family and community engagement. | X | |
| | Evidence exists of operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates. | X | |
| | Evidence exists the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization. | X | |
| Percentage met (calculated automatically) | | 100% | |

The following items are optional elements of the Transformation model. They are not required. Please indicate if they have been addressed.

| Optional Activity | | Check One | |
|-------------------|--|-----------|----|
| | | Yes | No |
| 1 | Evidence exists of additional funding to attract and retain staff. | x | |
| 2 | Evidence exists of a system for measuring changes in instructional practices that result from professional learning. | x | |
| | Evidence exists the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority. | x | |
| | Evidence exists reviews are conducted to ensure that the curriculum is implemented with fidelity and is impacting student achievement. | x | |
| 5 | Evidence exists a school wide Multi-Tiered System of Supports model has been implemented. | x | |
| | Evidence exists of professional learning to teachers/principals on strategies to support students in least restrictive environment and English Language Learners. | x | |
| 7 | Evidence exists of the use and integration of technology-based interventions. | x | |
| | Evidence exists of increased rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others. | x | |
| 9 | Evidence exists of summer transition programs or freshman academies. | x | |
| | Evidence exists of efforts to increase graduation rates through credit recovery, smaller learning communities, and other strategies. | x | |

| | | | |
|----|---|---|--|
| 11 | Evidence exists of early warning systems to identify students who may be at risk of failure. | X | |
| | Evidence exists of partnerships with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs. | X | |
| | Evidence exists of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff. | X | |
| 14 | Evidence exists of the school has implemented approaches to improve school climate, culture and discipline. | X | |
| 15 | Evidence exists of the school has expanded their program to offer full-day kindergarten or pre-kindergarten. | X | |
| 16 | Evidence exists of the school has will be run under a new governance arrangement. | X | |
| 17 | Evidence exists of the school has implemented a per pupil school based budget formula weighted based on student needs. | X | |

Attachment C: Professional Development Calendar

PROFESSIONAL DEVELOPMENT CALENDAR

MACGREGOR SCHOOL

2016-17

August 2016 Focus:

Getting Ready for a New Year

- INTEL Training- Study of Math theory and understanding the concepts behind math instruction. Held and funded by Saginaw Valley University- Available for all staff. (June 20-24).
- Leveled Literacy Training to provide Tier 2 and 3 intervention - held at BAISD August 16-17 for all staff.
- Leadership Academy- This week long PD will be the start to the New MacGregor. New Staff, New focus on culture and climate, New focus on instructional strategies to improve student success (including the ILC process, backwards design, Literacy strategies, NWEA, Survey of Enacted Curriculum -all run through grade level PLC's) .Available for all staff- held at BAISD, 6 hours each day.(August 22-26)
- New Teachers PD- to introduce new teachers (7) to MacGregor and our priority plan (1-2 days)

September 2016 Focus: Collaborative

Learning Cycle (CLC)/ Introduction to PD360

- All district PD day on September 1 where we will continue our Leadership Academy training.
- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Collaborative Learning Cycle and ILC process.
- Continual emphasis in PLC's and classroom with coach support on number talks and using manipulative.
- Support from our School Improvement ISD Interventionist throughout the month on the CLC process.

October 2016 Focus:

Instructional Learning Cycle (ILC)

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Instructional Learning Cycle process.
- Continual emphasis in PLC's and classroom with coach support on number talks and vocabulary and content knowledge.
- Support from our School Improvement ISD Interventionist throughout the month on the ILC process.

November 2016 Focus:

Backwards Design

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue Backward Design, Looking at Student Work
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary and content knowledge.

December 2016 Focus:

Formative Assessments/ MTSS

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue looking at Formative Assessments used to drive instruction.
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary and content knowledge.
- Formative Assessments will be emphasized to support work in math.
- All District PD on December 21- CHAMPS - building culture and Climate

January 2017

Focus: Building Climate and Culture

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue CHAMPS
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary.
- Support from BAISD regarding CHAMPS training

February 2017

Focus: DATA

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to review data and CLC
- 2 hour PLC to continue looking at Data (midyear NWEA, etc.) and changing instruction accordingly.
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary and content knowledge.
- Support from our SIG Data Coach

March 2017 Focus:

Curriculum Mapping Math

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to work on curriculum mapping for math
- 2 hour PLC to continue Curriculum mapping for math with vertical alignment.
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary and content knowledge.
- Support from Math/ELA coaches and BAISD to carry out curriculum mapping.
- District PD day on March 1- Tentative plan would be to begin understanding curriculum mapping.

April 2017

Focus: Curriculum Mapping Science

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (2 Hours) all staff to work on curriculum mapping for science
- 2 hour PLC to continue Curriculum Mapping for science with vertical alignment.
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocab and content knowledge.
- Support from coaches and BAISD to do the curriculum mapping.

May 2017 Focus:

CHAMPS - Climate and Culture

- PLC's held 2 times a week (1.5 hours/week) during common planning time
- 2X monthly (1 Hour each) all staff to review data and CLC
- 2 hour PLC to continue CHAMPS
- Continual emphasis in PLC's and classroom with coach support on number talks and using vocabulary and content.
- Support from BAISD regarding CHAMPS training

June 20167 Focus: Overview of

year/ PLC Success/ Year 2 Focus

- PLC's continue to be held reviewing data
- June 10th - District PD Day-
 1. PLC's will report out on growth-
 2. Coaches will review Year End Data
 3. Summer PD opportunities
 4. Year 2 Focus

Attachment D: SIG Timeline

Year I

Culture and Climate

- **CHAMPS** - August Leadership Academy will include training in CHAMPS and PBIS. Implementation and continued training throughout the year. (Responsible Staff: Site-Based Coordinator, Behavior Team, School Service Worker, School Service Worker).
- **Family and Community Involvement** - Family Liaison will establish relationships with community and parents. PTO will be formed with an emphasis on academics. Family nights will be held once a month with an academic focus. Kindergarten/First Grade will participate in a community service project. (Responsible Staff: Family Liaison, School Service Worker, Coaches, Leadership Team)

Improving Teaching and Learning

- **Job Imbedded PD and Support** - Four instructional coaches/interventionists (math/ ELA) will provide job embedded PD. Their role will be to support the school-adopted strategies of number talks in Math and vocabulary and content knowledge in ELA. (Responsible Staff: Math and ELA Coaches/ Interventionists/Classroom reduction/Intervention Teachers).
- **PLC's** - PLC work began during the 2015-16 school year. PLC members will continue to be trained in the CLC and ILC process, as well as backward design. Data from numerous sources will be used to inform instruction. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - The purchase of the basic program of NWEA was chosen during the 2014-15 school year. Additional plans to allow training, progress monitoring, using data to improve student growth will be completed 2016-17. Training and implementation occurred 2015-16. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL grant is provided by Saginaw Valley University. The grant will enhance the mathematical skills of teachers. Included with this training is job embedded coaching, additional PLC time and mathematical training. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Leadership Academy** will occur in August with emphasis on literacy strategies (Essential Instructional Practices in Literacy K-3).
- **Leveled Literacy Intervention (LLI)** - training for all staff in August.
- **Extended Learning for Students** - It was decided during the 2014-15 school year to end traditional art and music class and begin a STEAM program. The STEAM teacher will receive training, materials, and support. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** - Available for students to attend thematic weeks of instruction. (Responsible Staff: Leadership Team)

- **Summer Experience Scholarships** - Partnerships with colleges, other schools and community organizations will be developed to promote summer experiences for MacGregor students. Scholarships will be given for numerous programs. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

Year 2 Culture

and Climate

- **CHAMPS** - Continue training and implementation. Data collection to ensure the effectiveness of the CHAMP program. (Site-Based Coordinator, Behavior Team, School Social Worker, School Service Worker)
- **Kagan Training** - Staff will have two to three day training on Cooperative Learning strategies. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will continue to establish relationships with community and parents. PTO will be fully functional with an emphasis on academics. Family nights will be held once a month with an academic focus. Kindergarten and first grade will participate in a community service project. (Responsible Staff: Family Liaison, School Social Worker, School Service Worker, Coaches, Leadership Team)

Improving Teaching and Learning

- **Job Imbedded PD and Support** - Instructional coaches/interventionists will continue modeling lessons and providing feedback to teachers. Year 2 will focus on ELA and social studies strategies. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PLC's** - Teams will direct PLC's. CLC and ILC process.as well as backward design, will continue to be emphasized. Data from numerous sources will be used to inform instruction. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - NWEA implementation continues to occur with the Data discussions happening at PLC's. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - LLI continues into the second year. PLC meetings after school and another week of training will occur. Professional Conference based on the needs will be investigated. (Responsible Staff: Site-Based Coordinator, Math coach, Principal)
- **Continue to implement** - Essential Instructional Practices in Literacy K-3.
- **Extended Learning for Students** -STEAM program continues to evolve to meet the needs of students based on data. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** - A curriculum and schedule is developed for this program. Units are measured for effectiveness and interest. (Responsible Staff: Leadership Team)

- **Summer Experience Scholarships** - Partnerships with colleges, other schools and community organizations will be developed to promote summer experiences for MacGregor students. Scholarships will be given for numerous programs. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

Year 3

Culture and Climate

- **CHAMPS** - Continuation of program. Existing staff will train new members of the staff. (Site-Based Coordinator, Behavior Team, School Social Worker, School Service Worker)
- **Kagan Training** - Continuation of the program. Existing staff will train new staff members. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Community relationships will be self-directed, and the Family Liaison will continue to maintain them. (Responsible Staff: Family Liaison, School Social Worker, School Service Worker, coaches, leadership team)

Improving Teaching and Learning

- **Job Imbedded PD and Support** - Instructional coaches/interventionists will support the strategies that have been adopted and provide continued job imbedded training. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PLC's** - PLC's will be part of the culture of MacGregor. Members are comfortable using the CLC/ and ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - NWEA implementation continues to occur with the Data discussions happening at PLC's, these teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences based on need. (Site-Based Coordinator, Math coach, Principal)
- **Continue to implement-** Essential Instructional Practices in Literacy K-3.
- **Extended Learning for Students** -STEAM curriculum is refined. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)
- **Before and After School Program** -The program is refined and sustainable. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** - Partnerships with colleges, other schools and community organizations will be developed to promote summer experiences for MacGregor students. Scholarships will be given for numerous programs.

(Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

Year 4

Culture and Climate

- **CHAMPS** -Readjustments to program to meet student needs. Training of any new staff. (Site-Based Coordinator, Behavior Team, School Social Worker, School Service Worker)
- **Kagan Training** - Continued training with full implementation. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will enhance previously established community relationships. Kindergarten, first grade, second grade, and third grade will participate in a community service project. (Responsible Staff: Family Liaison, School Social Worker, School Service Worker, Coaches, Leadership Team)

Improving Teaching and Learning

- **Job Imbedded PD and Support** - We will return to the two district provided Coaches/ Interventionists. Capacity within the staff will exist. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PLC's** - PLC's will be part of the culture of MacGregor. Teachers are comfortable using the CLC/ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - NWEA implementation continues to occur with Data discussions happening at PLC's, these teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences will continue to be attended. Internal "experts" will present to staff. (Site-Based Coordinator, Math coach, Principal)
- **Continue to implement-** Essential Instructional Practices in Literacy K-3.
- **Extended Learning for Students** - STEAM program is clearly outlined and materials are in place. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)

- **Before and After School Program** -The program is self-directed. It is no longer dependent on the developer. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** - Summer experiences are evaluated for effectiveness. Family Liaison finds community grants and partnerships to continue the program. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

Year 5

Culture and Climate

- **CHAMPS** -Readjustments to program to meet student needs. Training of any new staff. (Site-Based Coordinator, Behavior Team, School Social Worker, School Service Worker)
- **Kagan Training** - Continued training with full implementation. (Responsible Staff: Site Based Coordinator, Coaches)
- **Family and Community Involvement** - Family Liaison will enhance previously established community relationships. All grades will participate in a community service project. (Responsible Staff: Family Liaison, School Social Worker, School Service Worker, Coaches, Leadership Team)

Improving Teaching and Learning

- **Job Imbedded PD and Support** - We will continue with two district provided Coaches/ Interventionists. Capacity within the staff will exist. (Responsible Staff: Math and ELA Coaches/ Interventionists)
- **PLC's** - PLC's will be part of the culture of MacGregor. Teachers are comfortable using the CLC/ILC processes. (Responsible Staff: Site-Based Coordinator, SIG Coordinator, Data Coach)
- **NWEA** - NWEA implementation continues to occur with Data discussions happening at PLC's. Teams are able to run the data discussions with little help. (Responsible Staff: Site-Based Coordinator, Data Coach)
- **Professional Learning** - INTEL knowledge and skills are fully implemented into the classrooms and clearly reflected in instructional practices. Professional conferences will continue to be attended. Internal "experts" will present to staff. (Site-Based Coordinator, Math coach, Principal)
- **Continue to implement** - Essential Instructional Practices in Literacy K-3.
- **Extended Learning for Students** - STEAM program is clearly outlined and materials are in place. (Responsible Staff: STEAM teacher, Site-Based Coordinator, Principal)

- **Before and After School Program** -The program is self-directed. It is no longer dependent on the developer. (Responsible Staff: Leadership Team)
- **Summer Experience Scholarships** - Summer experiences are evaluated for effectiveness. Family Liaison finds community grants and partnerships to continue the program. (Responsible Staff: Family Liaison, Site-based Coordinator, School Service Worker, Principal)

Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

| | Current Proficiency Rate 2015- 2016 | Goal for 2016-2017 | Goal for 2017-2018 | Goal for 2018-19 | Goal for 2019-20 | Goal for 2020-21 |
|---------------------------|--|-------------------------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Reading | 22.89* | 33.29 | 43.69 | 54.09 | 64.49 | 74.89 |
| Mathematics | 21.67* | 32.27 | 42.87 | 53.47 | 64.07 | 74.67 |
| Writing | 20.7* | 31.42 | 41.14 | 52.86 | 63.58 | 74.3 |
| Social Studies | 8* | 20.9 | 33.8 | 46.7 | 59.6 | 72.5 |
| Science | 15.2* | 26.9 | 38.6 | 50.3 | 62 | 73.7 |

*** Projected**

Attachment F: 2 Preliminary Building Level Budget

| SIG GRANT BUDGET YEAR 1 | |
|--|-------------------|
| | Budget Amount |
| SIG Coordinator - Salary | 33,554.50 |
| SIG Data Person - Salary | 33,554.50 |
| SIG Family Liason- Salary | 21,808.50 |
| Classroom Reduction/Intervention - Salary | 34,466.00 |
| | |
| SIG Coordinator - Benefits (50%) | 13,981.27 |
| SIG Data Person - Benefits (50%) | 18,755.27 |
| SIG Family Liason- Benefits (70%) | 7,805.98 |
| Classroom Reduction/Intervention - Benefits 100% | 26,597.98 |
| TOTAL PERSONNEL EXPENDITURES | 190,524.00 |
| | |
| | |
| Teacher Incentive Pay (\$1,119 x 30 teachers) | 33,582.00 |
| Teacher Incentive Pay - Fica & Retirement (34%) | 11,418.00 |
| TOTAL TEACHER INCENTIVE PAY | 45,000.00 |
| | |
| Contracted Services - ISD | 67,000.00 |
| Noon Time Activity Director | 30,000.00 |
| TOTAL CONTRACTED SERVICES | 97,000.00 |
| | |
| Professional Development | 100,000.00 |
| Kid Incentive | 10,000.00 |
| Materials & Supplies | 73,000.00 |
| Extended Learning Opportunities | 75,000.00 |
| Family Events | 27,500.00 |
| District Compliance, mangement (Indirect Costs) | 37,500.00 |
| Technology | 94,476.00 |
| TOTAL GRANT | 750,000.00 |

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 2

Full implementation in years 1-3, and sustaining reforms in years 4& 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant Bay City Public Schools

District Code: 09010

Budget Summary for: MacGregor Elementary School

Building Code: 06967

5 Year School Preliminary Budget Overview

| GRANT YEAR | MAXIMUM | SALARIES | BENEFITS | PURCHASED SERVICES | SUPPLIES & MATERIALS | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|------------|-----------|------------|-----------|--------------------|----------------------|--------------------|--------------------|
| 1 | \$750,000 | 123,383.50 | 67,140.50 | 97,000 | 73,000 | 389,476 | 750,000 |
| 2 | \$750,000 | 123,383.50 | 67,140.50 | 97,000 | 73,000 | 389,476 | 750,000 |
| 3 | \$750,000 | 123,383.50 | 67,140.50 | 97,000 | 73,000 | 389,476 | 750,000 |
| 4 | \$500,000 | 88,917.50 | 40,542.52 | 97,000 | 50,000 | 223,539.98 | 500,000 |
| 5 | \$500,000 | 88,917.50 | 40,542.52 | 97,000 | 50,000 | 223,539.98 | 500,000 |

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the **ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title-II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement,

expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.